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CONTENTS OF THIS NUMBER.

EDITORIAL.	Page
A Good Advice.....	3
The School House.....	3
Teachers' Institutes.....	3
Our Correspondents.....	3
THE SCHOOL-ROOM.	
How to Break Up Whispering in School.....	4
Creating an Interest.....	4
Regents Examination.....	5
Things to Tell the Scholars.....	5
EDUCATIONAL NOTES.	
Elsewhere.....	6
New York State Teachers' Association.....	7
George Merriam.....	7
On the Hudson.....	7
LETTERS.	
EDUCATIONAL MISCELLANY.	
Educational Journalism.....	8
School-houses.....	8
The Comet of 1881.....	9
Red-Rock Principles.....	9
FOR THE SCHOLARS.	
A School on a Ship.....	9
Spontaneous Combustion.....	10
How to Prevent Drowning.....	10
Old Bull and his Famous Violin.....	10
The Lucifer Match.....	10
BOOK DEPARTMENT.	
New Books.....	12

New York, August 6 and 13, 1881.

In accordance with their usual custom during July and August, of each year, the publishers will publish but twice in each of these months.

A WELL-KNOWN New England educator, long at the head of the schools of Boston, has just said: "For myself, I have to confess that after all experience, after all studies of the ways and means, the necessary conditions of educational success, of educational progress, I come back always, in the end, to the elementary conclusion embodied in the trite maxim, 'As is the teacher, so is the school.' For there is no conceivable substitute for competency in the teacher. Hence the essential test of a school system is to be looked for in the quality of its teachers." And it is the most earnest and successful teachers who are least inclined to resent such a statement, or to call it trite and antiquated. Only the poor teachers are on the look-out for mechanical means and methods by which to command success.—S. S. Times.

A Good Move.

State Supt. Gilmour has made a yearly appointment of four gentlemen to conduct the County Teachers' Institutes in N. Y. State. The gentlemen selected are Profs. James Johnnot of Ithaca, Lantry of Manlius, John Kennedy of New York, and Ruggles E. Post of Ithaca; the salary paid is \$2,000. The fitness of these gentlemen for these honorable and onerous positions is well attested, and the common school system will be greatly advanced by their services. They have advanced and pronounced ideas on the subject of school-room methods, and are not afraid to make them known. They do not expound the method of "casting out the nines" or explain "Alligation"—(the usual stock in trade of the Institute conductor)—but they exhibit the principles of education and show how they may be put in practice. Nor do we think there will be complaint that they repeat themselves as they return to the country.

This movement of the Supt. is to be commended, especially as we hope it is to be a fore-runner of other important changes greatly needed.

School Superintendents.

Supt. Surdam of Queens Co., N. Y., is one of the live men of the Empire State. He has 106 teachers to superintend, and four-fifths of them take and read educational journals. By ceaseless efforts Mr. Surdam has aroused a public opinion that will not tolerate poor teaching.

The wages paid are far better than in most counties. *This all comes from having a live man at the head of things.* Mr. Surdam is outspoken and fearless; but they elect him because they know his value. He is popular because the teachers know he is after good teaching "first, last and all the time." To examine teachers to see if they know a little more than the oldest pupils is considered by most (so-called) superintendents as their whole duty. Some could not, if they should try, improve the quality of the teaching. Their idea of performing their work is to ask a set of questions and sign a certificate. There are lawyers, doctors and farmers who think they can do this, and so they can. But that is not the way to superintend the schools. The officer must secure *good teaching*; if he does not get it, he must teach his teachers how to teach. He must act towards them as one in a training school does towards the pupils.

This is the field for the efficient superintendent. He will give his mind to the method of teaching; if this is good the product will be good. Let us have more real superintendents.

The School-House.

The school-house and the church are the exponents of the civilization of a community. A poor school-house indicates a low estimate of education, culture, refinement and morality. A good school-house marks

progress and advancing civilization. The man who remarked the fortunate arrangement of nature was that progressive towns always had an attractive school-building.

Nothing is so costly as sin and ignorance. The money expended for a school-building comes back ten-fold. Spend money freely for what enlightens, for what elevates, for what enlarges. It is a good investment. When the children feel that their parents set a high value on education they will at least value it.

But it is the commercial point of view from which we look at this movement. There were twenty years ago two small towns situated four miles apart. One was the county seat; it had natural advantages; but the people erected a cheap building for the school and employed a cheap teacher. The other erected a building costing five times as much; since then it has erected another costing \$30,000. The former town has put a cheap addition to its first building. In one case there is activity, energy, and prosperity. Property is higher there, and the place has grown beyond the other.

The moral is, that a town that encourages education will prosper. "Righteousness exalteth a nation," and so does education. A man who is looking for a place to bring up his family will, if he is wise, select a place where they have good school-houses. Hence the western people do well to erect costly school-buildings and put them on commanding sites.

Teachers' Institutes.

There has been a manifest increase in the number of institutes held each year. These all have in view the improvement of the teacher, and the establishment of them is to be commended. The main object is, of course, to give instruction in the science and art of teaching. We find as a matter of fact, however, that most institutes are merely schools, in which a rapid review of the studies to be taught is made, so that in many counties young men and women, deficient in a knowledge of reading, writing, etc., assemble to be "drilled up" on these branches of knowledge.

So long as we temporize with the question of "Who shall teach?" so long will the teachers' institute be degraded from its high purpose. Let us enter one and see the way in which matters are conducted. We see young misses out of the "Fourth Reader Class," and we see men who have taught a decade of years. The latter are obliged to listen to matters they have heard discussed many times before—that is, if the instruction is appropriate for the first class mentioned. The mixing of all grades of teachers cannot produce good results. Hence, method must take the place of the present want of system.

The County Supt. must be at the head; he must open a county educational school for those who have had no experience, and this should continue for several weeks. Here they should be reviewed most thoroughly on

the branches of study needed, and be as thoroughly instructed in the art and science of teaching.

There should be instruction of a suitable kind devised for those who have taught; it should advance from stage to stage year by year.

We would like to put some of these matters before the teachers of a county, and set them to devise a way out of the present plan which has all of the marks of a temporary expedient.

Our Correspondents.

We have invited readers to free their minds. Now, it is a queer fact that most of those who read have nothing to say whatever. In a prayer meeting when "there is now an opportunity for remarks," is said a deadly silence follows; so to our invitations to speak out; nevertheless, there are signs of better things. We complain no longer. Letters come from even principals of schools—think of that from those who get good salaries! The millenium must be near! But not many of these say any thing; they are holding on to their places with both hands. There is another reason for their silence. One New York principal put it thus: "They now think I know something; if I write they will find out I don't and be disgusted." Shrewd fellow that.

A lady teacher writes: "One thing I like, the editor dares to say things that may conflict with accepted ideas; for instance, the silly notion that women have a natural gift for teaching. Never was a greater fallacy. Here in W—, where the women teacher prevails, the want of that sturdier, more comprehensive element the masculine mind brings to the work is in an equal degree observable."

Another says: "There is a destined movement in the State (N. Y.) arising from your consistent wide-awake course. When I knew you in the normal school twenty-five years ago you preached the same doctrines, but they were not believed then. How well I remember those days!" Ah, yes, friend H—, so do we. And education does stand higher. But how have the good and true men that then wrought in the field melted away—Cruttenden, Bowen, Valentine, Hazeltine, Randall, and a thousand others.

A subscriber says: "I had taught four terms and a copy of the SCHOOL JOURNAL fell into my hands; I found things in it I wanted to know; the fourth term I had 'taught' I did not take any such; and I made up my mind 'the why' was because I had never realized what I should gain from one. I at once subscribed, and from that time I date the beginning of my teaching. I now take five educational papers and try to assimilate all the practical help from them that they contain, and I think that if I should go right on in the same way for 40 years I might be able to teach a tolerably fair school. Although I am satisfied that can teach better now than ever before, I am still a great way this side of *success in teaching*."—S. Few dare to be as frank as S. is here.

The *pensum* or extra written work is the chief punishment now inflicted on pupils in the French schools. Whipping is employed only in the country schools. The *pensum* varies, generally consisting in copying French or Latin verses or conjugating a verb.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

How to Break Up Whispering in School.

A writer lately in these columns under "Whispering," suggests one or two things so directly in the line of right management, that it seems a little fuller outline would be a help, especially to those who have struggled with this difficulty. I disagree with the statement "That whispering is a necessary thing," and that "whispering at church and teachers whisper at teachers' conventions" does not matter. Nor do I believe that "schools can have the same rules that lectures, Sunday-schools and parties do." I will endeavor to show how the matter can be managed.

In a very large majority of schools there is no such thing as an absolute "breaking up" of whispering. It can, however, be reduced to its minimum, i. e., where there is very little, if any, disturbance to school work. How shall this minimum be reached? The article referred to says most truly "keep the pupils busy." Yes, they should be kept so busy that they have no time to whisper. Now comes the question, is there necessity for whispering? I say most emphatically no. If pupils are trained properly, and have right ideas of what a school is for, and correct ideas of the rights of individuals, accidents excepted, there is no occasion for whispering, or even for communication. The teacher must lead in the matter. From the time any session of school begins until the next intermission, the teacher must so arrange that nothing will interrupt him, that he has no necessity for communication with any one for any thing he needs to work with. For instance, the teacher shows that when he enters the school-room before school, he immediately sets himself to work to see that every thing is in order so that he can do his work without interruption. He sees that the windows or ventilators are properly arranged; that the stoves or heating apparatus, whatever it may be, is in proper condition; that his pencils, pens, paper, record books, etc., are all at hand, and in condition to be used; any charts needed, any books of reference, any thing for illustration are ready for use. When the intermission comes he again sees, at that time, that all things are ready for work during the succeeding session. Then, in a right way, he brings to the knowledge of his pupils that he is doing this, and doing it every day. He suggests that the same preparation is for the individual interest of every scholar. If the scholar needs a book from some one else, needs slate, paper, pen, pencils, desires to learn where a given lesson is, it is his place to attend to the matter in advance. Recesses are largely for that purpose. A majority of scholars with a little explanation from the teacher, and some patience, will remove the necessity for whispering. The teacher must look after those who are careless or indifferent, and see that they prepare as they ought, and soon they, too, will join their companions.

Let it be well understood by all that the school is a little community, and that each individual has rights, and the community as a whole has rights; that individual rights never conflict with society rights. In a community whenever a person interferes and continues to interfere with the rights or the safety of the community, the person is separated from good society; often is placed in confinement. Applying this to the school, if some person, either thoughtlessly or willfully continues to whisper, he must be deprived of the advantages of good society and the teacher removes not only the necessity, but the opportunity for whispering. All the work from the first must be pleasantly and enthusiastically done. The teacher who uses tact will so arouse "Pride in our school," that it will be popular not to whisper.

Accidents may occur. A lead pencil or pen may break, and a given amount of work must be done in a certain amount of time. The scholar does the very best he can under the circumstances. The teacher has suggested to the school, that in such a case as just mentioned, the scholar at his earliest opportunity, explains privately to the teacher the cause of communication, and shows how the matter was managed. The teacher of heart and sense now has the matter under full control. It is well to have two minute communication recesses as often as every hour. Good management of these and proper training of pupils removes the necessity of whispering in ninety-nine cases out of one hundred.

For the SCHOOL JOURNAL.

Creating an Interest.

NO. 1.

HOW WE PLAYED "SOUTH AMERICA."

By THORON C. STRICKLAND.

Amid the hills of Cattaraugus county stands an old, old school house; but none of your prison school-houses, mark you. It is indeed very much of a play-house—yes, a right jolly place we have made of it. The walls are all alive with pretty pictures and wreaths of leaves, and the summer breeze as it wanders in through the ever-open windows lades its wings with the fragrance from many a bouquet of flowers. Yonder is a long shelf loaded with stones, which are full of fossil shells and curious moulds. There is also a box-full of the same under the teacher's desk. Then there is the old brown desk at the left, full of playthings. Here are a numeral frame and figure-board, a set of numeral blocks, a box of beans and a stack of dissected maps; also picture books, story-papers, games, dissected puzzles, various glasses, etc., and finally a troupe of "maric dancers" which perform under an electrified glass. There, too, is our little cabinet in the corner, brim-full of interest. In this are our choicest collections of stones, metals, shells, timbers, mo-ses, insects, cloths and relics of olden times; also a magnifying glass. This is the "play-house" and its inmates number thirty-five, all between four and sixteen years of age. What a lively, wideawake set they are!—lovers of fun, lovers of excitement, but death to everything like a dry study. For this reason it was that the old brown desk and the little cabinet were brought into requisition, and for this reason so many lively games are played in reading, spelling, etc.

But now about geography. Old-fashioned "hum-drum" map questions are of course an abomination at the play-house, and we have adopted various plans for breaking up monotony and maintaining life.

The following is how we "played South America?" It is Georgie's way of telling it to his friend:

"Yes, right out of doors—teacher and all! You ought to have been there; it was just fun! We had studied hard all the week and had our lessons ever so well, for teacher said that as soon as we got it all learned so that we could, we might go out on the green and make a little South America of our own."

Friday afternoon we had the last lesson; but teacher didn't hear a word of it. He just dismissed the class, and then hurried up with the other classes and dismissed school at three o'clock—all but us, I mean. But they knew what was coming and nearly every one stayed to see the fun. First some pieces of paper were handed us and we made pictures of all the living things we could think of inhabiting South America; also some forests and a lot of cities. Such pictures! Some of us had to snort right out to see them; but soon they were all cut out ready for use, and then we all went out on the green.

There, with an old ax and hoe, a narrow strip of turf was removed to mark the outline, and with these turfs we built up the plateaus and mountain ranges, smoothing down the valleys and sticking up stones for snow-capped summits. Then down through the valleys we made rivers of twine. Next came the locating of capital cities. Each scholar had a city to locate, and he fastened it by means of a little stick stuck through the picture into the ground. Then the forests, animals, etc., were located in the same way, and our work of creation was pronounced "finished." But the best of all was the general review. We scholars stood in a row at the south, while teacher traveled clear around from Aspinwall to Panama by way of Cape Horn, asking all sorts of questions and playing we were his guides to tell him all about the country. I didn't suppose we could tell half so much as we did, but he asked his questions in such a way that we couldn't help answering right, hardly. For instance, take some of the questions and answers about Brazil.

Stepping near the Amazon he asked, "In what country am I now?" "Brazil." "Will I need my overcoat to keep me warm?" "No, sir; you are in the torrid zone where it is very hot." "What great broad current of water is this?" "The Amazon river." "A very noted stream?" "Yes, sir; the largest river in the world—nearly 3,000 miles long—over 200 miles across at its mouth." (Fanning himself with his hat and wiping the sweat from his forehead.) "It is warm. Will I be safe to go in bathing here?" "Oh, no! Don't you see that great alligator? He would eat you up in a minute!" "What do you suppose is in that little box yonder on the

water?" "That, sir, is a turtle." "Are they plenty?" "Very. The natives live on their eggs part of the year." (Sneezing to the ground.) "Poor old wasp! who tore your wings off?" "No, no! That's an ant—the fire-ant!" "Will he bite?" "They have been known to drive the people all out of a village." "Ha! do I see a forest yonder?" "Yes, sir, that is the Selvas." "Can I get through it?" "Not without an ax, for the trees and weeds are thick, and tangled full of vines." "Whew! see that great snake hanging from the boughs!" "That is a boa-constrictor, and he is lying in wait for prey—look out!" "What huge animal is that with such a long upper lip?" "A tapir." "What highland is that away off in the distance?" "The Brazilian Highland, and those are the Geral Mountains." "Which way do I go to get to the diamond region?" "South. The diamonds are in the highlands."

And so we went on all the way round; and when we got through we left the whole thing just as it was, and it is there yet. Now when I think of South America I don't see the map as I used to, but I've better ideas, and should I ever visit that grand division I think it would look natural to me.

Regent's Examination.

FORTY-FOURTH PRELIMINARY ACADEMIC EXAMINATION, MARCH 3d, 1881.

ARITHMETIC.

- Copy and add: 20570; 6206; 98.007; 63000; 426.000626; 4287; 63.961; 102030; 405.0606; 8090; 543.21; 1028848.414995.
- Express by Arabic notation: MDXCVDCCLXIV.
- Express by Roman notation: 84796.
- Numerate: 20567189.004321098.
- Divide 31984875832 by 96813.
- Find the value of $(28-7) \times 6 + (92+7) \div 9 - (86+10) \div 12$.
- Divide, using cancellation: $1 \times 80 \times 27 \times 28$ by $7 \times 20 \times 8$.
- Change $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ to similar fractions having their least common denominator, and (9) reduce their sum to decimal form.
- Find the greatest common divisor of 7955, 8769, 6401.
- How much must be paid for making 52 rd. 11 ft. 8 in. of fence, at 75c. per foot?
- A traveler, on reaching a certain place, found that his watch, which kept correct time for the place he left, was 2 hr. 22 m. slower than the local time. Had he traveled eastward or westward, and how far, in circular measure, had he come?
- What per cent (expressed in words) of 30,000 bushels are 50 bushels?
- What number diminished by 36% of itself = 336?
- What is the value of a lot 70 rd. long and 20 rd. wide, at \$47.25 per acre?
- A cistern has 3 pipes: The first will fill it in 12 hours, the second in 16 and the third in 18 hours. If all run together, in what time will they fill it. (State this example as a proportion, if you can.)
- 17, 18. What is the difference between simple interest on \$328 for 2 yr. 7 mo. at 7% and compound interest on same amount for same time, at 6%?
- Find the balance due on a note dated Jan. 1, 1879, for \$580 at 5%, on which a payment of \$85 has been made every 6 months—using the U. S. rule.
- How much should be discounted on a bill of \$3725 due in 8 mo. 10 da., if paid immediately, money being worth 5%?
- Bought bonds at 115 and sold at 110, losing \$300. How many bonds of \$1,000 each did I buy?
- If A puts in \$4,000 capital for 8 months, B \$6,000 for 7 mo. and C \$3,500 for 1 year, and they gain \$2,320, what is each partner's share of the gain?
- If 5 horses eat as much as 6 oxen, and 8 horses and 12 cattle eat 12 tons of hay in 40 days, how much hay will 7 horses and 15 oxen eat in 65 days?
- Find the value of $\frac{1}{2} \times .000238328$.
- A steamer goes due north at the rate of 15 miles an hour, and another due west 18 miles an hour; how far apart will they be in 6 hours?
- Find the cost, at 30 cts. per sq. yd., of plastering the bottom and sides of a cubical cistern that will hold 300 barrels.
- What is the area of a circle 5 ft. in diameter?

28. What is the difference between 5 sq. ft. and 5 ft. square. Illustrate by a diagram.

GEOGRAPHY.

1. What is a meridian? 2. A prime meridian? and 3. What is the number of the meridian opposite the prime meridian?
- Describe, 4, the equator; 5, 6, the tropics; and 7, 8, the polar circles.
9. What name includes all these lines, 1-8, as belonging to a sphere; and, 10, 11, what special names distinguish between the first four as a class, and the second four?
12. What is the western boundary of the Western hemisphere?
- Bound the north temperate zone, as follows:
- 13, 14. First, by the adjacent zones.
- 15, 16. Second, by the bounding lines, designated by their proper names.
- 17, 18. Third, by the distance in degrees of each bounding line from the nearer pole.
- 19-21. Within which zones does North America lie? and, 22, 23, South America?
24. Which ocean has the greater length, as compared with its breadth?
25. Where do the Atlantic and Pacific Oceans unite, and 26, where else do they most nearly approach each other? Which hemispheres have the greater land surface; 27, Northern or Southern, 28, Eastern or Western?
29. Mention the largest political division of South America, and, 30, 33, four others bordering on the Pacific Ocean.
- 34-40. Mention portions of the route by which a vessel, starting eastward from the southern coast of Portugal, might sail to Behring's Strait.
- 41-43. Mention three large islands of the Mediterranean Sea.
44. What sea between England and Norway, and 45, what one east of Sweden?
- 46-52. Bound Kentucky by the adjacent States.
- 53-55. Mention three of the larger lakes drained by the Oswego river.
- Mention the counties of New York that answer to the following descriptions: 56, the most westerly; 57, the most north easterly; 58, the most easterly; 59, the most populous; and 60, the least populous.

GRAMMAR.

Exercise.

1. There was a most ingenious architect, who had 2 contrived a new method of building houses, by 3 beginning at the roof, and working downward to 4 the foundation; which he justified to me by the 5 like practice of those two prudent insects, the bee 6 and the spider.
 - Write in a column, near the left side of the paper, 1-9, the ordinary nouns in the Exercise; and opposite each noun, write its case.
 - In a second column, opposite each noun and its case, 10-18, give its syntax or grammatical relation, naming the word or words to which it is related as subject, object or otherwise. Number and arrange answers as follows:
- | Nouns, and their cases. | Syntax. |
|-------------------------|---------|
| 1. | 10. |
| 2. | 11. |
| 3. | 12. |
| 4. | 13. |
| 5. | 14. |
| 6. | 15. |
| 7. | 16. |
| 8. | 17. |
| 9. | 18. |
- In like manner, give, 19-21, 22-24, each participial or verbal noun in the Exercise.
 - In like manner, give, 25-28, four pronouns of the Exercise, and that for which each stands; also, (29-32, the etymology (gender, person, number,) and, 33-36, the syntax of each.
 - Write each verb in the Exercise, and give, 37-39, its three principal parts; 40-42, its tense; and 43-45, its subject.
 - Parse (or explain the grammatical use of) each of the following words in the Exercise: 46, *there*, line 1; 47, *most*, line 1; 48, *new*, line 2; 49, *by*, line 4; 50, *those*, line 5.
 - Is the above Exercise, taken as a whole, a simple, compound or complex sentence?
 - Of how many propositions or clauses does the Exercise consist?
 - What words of the Exercise serve as, 53, 51, clause-

connectives; what word, 55, as a phrase-connective; and what other words as, 56-63, as word-connectives?

64. Which word of the Exercise is an auxiliary verb? 65-68. Compare each word of the Exercise that admits of comparison.

69, 70. Decline each personal pronoun used in the Exercise.

71. Give the singular of *those*, line 5?

72. How does *those* differ in meaning from *these*?

73. Change *which he justified*, to the equivalent passive form.

74. Parse *two*, line 5.

75-80. Analyze the Exercise according to any method (diagram or otherwise) of representing sentential structure with which you may be familiar. (Six credits for correctness; and proportional credits, by estimation, for partial accuracy.)

SPELLING.

Washington as President Elect.

From the 1 moment it had 2 become 3 certain that the 4 constitution was to go into 5 effect, 6 Washington had been 7 very 8 warmly 9 pressed by 10 numerous 11 correspondents not to 12 decline that 13 position for which he was so well 14 qualified by the 15 choice and 16 confidence of the 17 whole 18 nation. The 19 general 20 expectation that he 21 would be 22 president had 23 contributed not a 24 little to 25 calm 26 excitement 27 against the new constitution, and to give its 28 friends a 29 decided 30 predominance in the choice of 31 members of the first 32 Congress.

Washington 33 desired to 34 proceed to New York 35 privately, but the 36 flow of 37 veneration and 38 gratitude could not be 39 suppressed. Having been 40 entertained by his 41 neighbors of 42 Alexandria, he was 43 welcomed to 44 Maryland by a 45 crowd of 46 citizens 47 assembled at 48 Georgetown. At the 49 frontier of 50 Pennsylvania he was met by a large 51 escort, and a 52 magnificent 53 reception was given at 54 Philadelphia, where the State 55 officers, 56 trustees of the 57 university, officers of the 58 Cincinnati 59 society, and the 60 mayor and 61 common 62 council 63 waited on him with 64 their 65 congratulations.

The next day Washington 66 crossed into New 67 Jersey. The 68 people of 69 Trenton 70 remembered the 71 battles 72 fought in their 73 vicinity twelve 74 years before, and 75 nowhere was his reception more 76 graceful and 77 touching. On the 78 bridge 79 across the 80 stream which 81 flows 82 through the 83 town into the 84 Delaware, a 85 triumphal 86 arch had been 87 erected, 88 supported on 89 thirteen 90 pillars 91 trimmed with 92 evergreens, 93 flowers and 94 laurel. Here a 95 group of 96 matrons and young 97 misses 98 dressed in white began, as he 99 approached, to sing an ode prepared for the 100 occasion.

Things to Tell the Scholars.

(PREPARED FOR THE SCHOOL JOURNAL.)

PRESIDENT GARFIELD said last month to the graduating class at Annapolis: "There is no success without you work for it. You cannot extemporize success." He is himself a conspicuous illustration of the idea. It is by work, and not without it, that men win the prizes of this life.

"WHAT SHOULD YOU STUDY?"—Do not fall below the level of that sentiment at which the Roman theater broke out in thunders of applause, thrilling the world through all the centuries since,—

"I am a man, and I count nothing that pertains to to man indifferent to me!"

and do not forget how much greater is the scope of manhood now than when those words were spoken first; what privileges, opportunities, powers, of which no Roman emperor ever dreamed, surround the humblest of us, to be employed or despised.—PROF. R. W. RAYMOND.

FRESH WATER SPONGES.—Mr. Potts of the Philadelphia Academy of Natural Sciences, states that the order Spongia has many more representatives in our fresh waters than has generally been supposed. He recently described before the academy three species of Spongia, which he detected in a small stream near Philadelphia. Since then he has found the Spongia-fragilla of Leidy plentifully in the Schuylkill below the dam, and a lacustrine form above the dam, and has obtained a very slender green species, which appears creeping along stems of Sphagnum, etc., in a swamp near Absecon, N. J., a beautiful species from the Adirondack lakes, another lacustrine form from the lake near the Catskill Mountain House, and four species from an old cellar at Lehigh Gap, Penn.

EDUCATIONAL NOTES

ELSEWHERE.

CALIFORNIA spends \$3,000,000 a year on her schools, and the value of her school property is \$7,000,000, yet there are only 100,000 attendants in the schools out of 150,000 of school age.

THE REV. Charles F. Deems, of this city, forwarded to President Battle, of the University of North Carolina, a check for \$10,000 contributed by Mr. William H. Vanderbilt to the Deems fund, established by Mr. Deems for the aid of indigent students of that University.

THE Western Reserve College has been removed to Cleveland, where it will be united with the Case School of Applied Science, under the name of the Western Reserve University will start with an endowment of about two millions.

COLONEL C. G. Hammond, of Chicago, has offered to give \$20,000 toward establishing an endowment fund of \$80,000 for the Congregational Theological Seminary in that city. Colonel Hammond has made a number of large gifts to the institution, among which was a recent contribution of \$25,000 for a library building.

THE courts have decided that the conditions upon which James Knox bequeathed \$31,000 to the Knoxville Agricultural School has not been complied with, and, therefore, a proviso of the will bequeathing to the trustees of Yale and Hamilton Colleges \$40,000 each and a residuary legacy to Ewing Female University must take effect.

MARTHA'S VINEYARD.—The "Quincy system" will be expounded by Col. Parker, and will attract a good many from Long Island. An effort is being made to get up a class of thirty or more from Flushing for a six weeks course; \$12 for six weeks, \$6 for three weeks. Mrs. Nora Baldwin, Flushing, L. I., will cheerfully give information.

THE American Philological Association will hold its thirteenth annual session at Cleveland, Ohio. The first will begin July 12, at three o'clock in the afternoon, and in the evening of the same day Professor Lewis R. Packard of Yale College will deliver the annual president's address. The session will occupy three entire days.

THE thirtieth meeting of the American Association at Cincinnati begins August 17th and will continue for at least one week. The department of science and arts connected with the Ohio Mechanics' Institute has decided to open on the sixteenth day of August a loan exhibition of scientific tools, microscopes and other apparatus, of chemicals, minerals and material illustrating natural history and archaeology, and to continue this exhibition through the ninth industrial exposition of Cincinnati, which is to be held from September 7 to October 8.

IOWA.—The teachers mourn the loss of a great teacher. On June 24th, Prof. Alva Bush, Principal of the Cedar Valley Seminary, Osage, was called to his reward. He was one of the finest and noblest educators in the State. He founded the seminary of which he died Principal in 1868. In sunshine and shadow he steadily worked on until he had won an excellent reputation as an educator. With a finely disciplined mind, he combined an apparently inexhaustible fund of warm good cheer to mankind, and hundreds of students will mourn his loss as that of a true friend. A stroke of paralysis very suddenly removed him from his sphere of usefulness, and we bow in submission to the great Teacher whom he had long served and to whom he had led many a reckless youth.

THE approximate number of graduates at the New England colleges this year, as shown by the list of seniors in the official catalogues, is as follows: Harvard, 195; Yale, 174 (including forty-four "scientific"); Amherst, seventy-nine; Dartmouth, seventy-five (including twenty-six scientific and agricultural students); Williams, fifty-three; Bowdoin, forty-eight; Brown, forty-three; Bates, thirty-seven; Colby, thirty-six; Wesleyan, thirty; Trinity, nineteen; Vermont, fifteen; Tufts, fourteen; Middlebury, eight; Massachusetts Institute of Technology, thirty-one; Boston University, twenty-four, of whom five are women; Massachusetts Agricultural College, eighteen. This shows a total of 873 seniors catalogued in New England, with only two or three of the minor colleges unrepresented. Approximately half the names (369) belongs to Harvard and Yale. The bachelor's degrees conferred this year in New England may be estimated to number about 850, all told.

THE Department of Education of the American Social Science Association has sent out a circular inviting atten-

tion to the study of the youngest infants, and observations of the simplest manifestations of their life and movements. It has, also, proposed a series of questions, the answers to which will furnish valuable material for the investigation of the physical and mental condition of the youngest life, and of the unfolding of the faculties. This subject has only recently begun to receive the systematic attention of scientific men. Mr. Darwin has published a paper recording his observation of a young infant, and has touched upon it in his work on the "Expression of the Emotions." Prof. Kussmaul, of Germany, has also published a paper upon it. Dr. William Preyer, of Jena, has been engaged in the study during the last four years. He has published two or three articles upon it, the last of which appeared in the *Deutsche Rundschau* last year, and is about to publish an extensive work, which will contain all his observations and a careful analysis of the phenomena which the development of the faculty of speech presents.

GERMANY.—An American visitor to the German schools writes with enthusiasm of the thorough physical training which is a part of their education. A large hall is connected with every school, furnished as a gymnasium, and all the scholars are trained by a competent instructor to perform gymnastic feats. The exercises are accompanied with stimulating music, and the scholars march, and remarch, break into sections, and go through all the evolutions with military precision. The results, says the visitor, are surprising.

"A German school boy is already half-soldier. His muscle is firm, his step sure, his carriage erect, and his physique, wrought into a healthy, wiry state, fits him to enter the service of his Government."

No one is thought to be prepared for the work of life without this physical training. Said a German professor, "A scholar without it is like a pigeon with his wings clipped. He sits and coos, but he can't fly."

The professor would not believe that such training was neglected in the United States. "Do you mean," he asked the visitor, "that you teach a lad A B C, and neglect to make his arms and legs strong? Do you give him Greek verbs, and forget the dumb bells and horizontal bars? I can't believe it, sir."—*Youths Companion*.

VIRGINIA.—Professors Blackwell and Smithy of Randolph Macon College, Virginia, have organized a summer course of instruction which is open to men and women on equal terms. In adopting the principle of co-education they say: "The time has now come when it may well be asked, why should the sexes not be educated together. Reared together in early life as children, thrown together in after years as men and women, no good reason can be given why they should be separated during the formative period of education, when they most need the influences for good that they mutually exert. Sound as the theory of co-education is, it is no longer a mere theory. Within the last twenty years 130 colleges and universities in America have put the principle in practice. Europe, looking cautiously upon innovations, is timidly opening the doors of her educational institutions to women, who are now welcomed to university instruction in Vienna, Paris, Rome, Göttingen and Cambridge. High time it is for the people of the South to give serious thought to the question of co-education. Believing this to be the true idea of education, we have decided to put to a practical test in the Randolph Macon summer school an experiment that has wrought good results in states of society not so favorable to its adoption as our own."

EDUCATION OR WHISKEY.—The statistics show, according to the statement of the Revenue Department, that during the year 1878, \$52,570,264.69 was expended in the United States in the manufacture of intoxicating liquors, \$10,729,320.08, making in all \$63,299,604.77, the cost of making which represents only a fractional part of the money spent in this business. It is estimated that the 116,000 saloon-keepers in the United States represents \$700,000,000 annually expended for intoxicating beverages. Now let us look at the number of schools in the United States, and the money employed in the cause of education, and see how the two compare. There are 141,629 schools, 221,042 teachers, and 7,209,938 scholars, costing annually \$95,402,726, or \$604,597,274 less than whiskey!

Take another comparative view of the cost of the liquors consumed by this "Christian" nation. There are in the United States 83,637 clergymen, costing with support of the churches they serve, \$47,636,495, or 652,363,505 less than whiskey! The annual cost of education is \$2.02 per

head, for Christianity \$1.11, and for whiskey \$17; that is, eight times as much for whiskey as for education, and fifteen times as much as for religion!—*Exchange*.

THE HARVARD ANNEX.—The education of women by professors and other instructors of Harvard University appears to be a highly successful experiment. The young ladies exhibit no lack of ability to cope with the most abstruse subjects. There are more classes in Greek, Latin, and mathematics than in studies which call for a less intense application. The Annex was opened in September, 1879, when twenty-seven ladies were admitted, four of them passing an examination identical with that required for admission to the college. Three ladies pursued the regular course prescribed for Harvard freshmen.

The second year shows a decided gain in every department, increased educational facilities, and an encouraging prospect for the future. At the present time fifty-seven ladies are enjoying the privileges afforded by the Annex. They are divided into classes as follows:

In Greek, 4 classes and 18 students; in Latin, 4 classes and 15 students; in English 2 classes and 10 students; in German, 3 classes and 10 students; in French, 1 class and 2 students; in Italian, 1 class and 2 students; in philosophy, 2 classes and 8 students; in political economy, 1 class and 1 student; in history, 3 classes and 8 students; in mathematics, 4 classes and 10 students; in physics, 1 class and 4 students; in botany, 1 class and 2 students; in astronomy, 2 classes and 8 students.

MONROE Co., N. Y.—The June meeting was held at Brighton. President A. M. Brown gave an address on the "Education of the Past and the Present." It was full of interest and sound argument, and was listened to with deep attention. Com. L. N. Allen gave his lecture on "Roads and Guide-posts." He gave some valuable instruction to the teacher in regard to training the mind of the pupil that they may not have a taste for flight literature. He was accused of kicking the spelling-book out of the school-room; he thought the time had come when the child ought to have instructions for life-work and get out of the old rut of spelling the many useless words found in our spelling-books. No person should use a word they cannot define. Miss Hattie Collins read an interesting paper, "When shall the desire for improvement cease?" She gave, in few words, many useful thoughts. The object of the meeting was improvement, and every teacher should derive all the benefit possible from these associations.

The election of delegates to the State Teachers' Association occurred, with the following result: A. M. Brown, L. T. Fish and Prof. O. D. McLean. Mr. Brown said there were twenty-nine associations in the State, and the president of each had been requested to present subjects for discussion at the State Teachers' Association at Saratoga. The following resolutions were unanimously adopted:

"The teachers of Monroe county earnestly desire that greater facilities for mutual benefit may be accorded to the teachers of the State, respectfully solicit the State Teachers' Association to join us in a petition asking the State Legislature to amend the school law as to make the time spent in actual attendance upon the county teachers' association free to the teachers, the same as any legal school holiday, provided it does not exceed one day extra for each two months of the school year, and to have a certain percent for attendance upon the county institute, in making up the standard upon which they will grant certificates to teachers."

"Resolved, That the school year should be changed to correspond to the gradual change that is taking place in the commencement of the schools in the union schools and in many of the rural districts."

Miss Collins read a paper on home education. Mr. Hawes said if he were to make an arithmetic, he would have neither rules nor answers in the book, but would teach principles, and if pupils understand principles they can deduct or form their own rules. Mr. Fisk gave the following sentence for the teachers to analyze: "I have more straws by half than I know what to do with." Miss Annie Ward read a very creditable paper on "Self improvement," which elicited discussion on the art of teaching.

COLUMBIA Co.—A capital institute was held at Chatham, June 28. Profs. Lantry and Kennedy, conductors. Among other good things Prof. Kennedy said: "The good teacher works for results and has them in view from the beginning. The strongest teacher will have the best ways of doing things. To a certain extent the teacher must be held responsible for the moral condition of his pupils. He must provide for their moral improvement. It is the

highest form of work to make the scholars good. They will be worth thousands who are only smart. Teaching is no child's play—it is a mistake to think so.

"A little boy was kept in school until he could repeat a geographical exercise which stated 'The Danubian, Wallachian and Servian provinces owe allegiance to the Sublime Porte.' The child couldn't tell an hour later what the words were that had caused his detention. Disconnecting school work from life work, spelling columns of words without making use of them, the restriction of writing to imitation, the teaching of the alphabet before reading, the omission of daily language lessons, and neglecting the comforts, manners and conduct of the children are grievous mistakes. Are the teachers pursuing an unmeaning form—merely aping the ways of teaching—or are they getting the children invested with power to go out into life? The highest power is required to handle the little folks—and especially do we want such teachers well prepared. The practice of the present day is not to put the most experienced teacher in charge of the lowest class, the youngest pupils. The time would come, however, when this would not be the case. He laid down points on accepted methods of teaching, for later discussion, as follows: The word-method, written spelling reached mainly in connection with copying and composition, objective developments in numbers supplemented with practice in composition, objective geography starting with the neighborhood, objective development of chemistry, science, mathematical and natural; topical recitations in advanced grades; advanced grades accounting for themselves mainly at the blackboard; written reviews of all matter used; writing according to rule, and incidental promotion of general information and culture.

"A child should never be allowed to begin a sentence until he is ready to finish it—that is, until he knows all the words in it. Teachers should proceed from the known to the unknown, from the present to the absent, from the simple to the complex—should use things before signs; ideas before words, thoughts before sentences.

"It is proper to earn money by teaching, provided the seeker is able to earn the money. The schools are not established for the convenience of those out of places at all. But in some sections they are berths for incompetence."

Prof. Lantry said, "It is impossible to do first rate work about mind unless you know something about it. The man or woman who undertakes to develop embryonic mental faculties must know something about their development. Good spelling means the ability to spell all the words that one uses. If a person can do that we will consider him or her a good speller. Should the spelling go beyond one's vocabulary? No. A person's spelling should keep just even with it. No teacher should allow a child to spell a word he cannot understand. There are loose ideas as to the extent of a necessary vocabulary. The ability to spell is the ability to recall the forms of words as composed of letters. Blind persons are poor spellers until they learn to use their fingers. Deaf and dumb persons, compositors and copyists are generally good ones. The reason is that the one doesn't know anything about the forms of words and the others are acquainted with their form. He said 'key' could not be spelled correctly by sound. A child should not be taught to spell a word beyond his vocabulary. This may ignore the spelling book; but there has not been a spelling book or a spelling class as such, in the best schools of the world for many years, and all educators now agree that the spelling book is useless in school. There is a natural order in which the senses are brought to bear on an object, and the idea once formed by this process the expression of that idea naturally and virtually follows, and when a child has command of a word which he uses, his spelling of the word is perfect."

New York State Teachers' Association.

DRAWING EXHIBIT.

The exhibit of drawing at the State Teachers' Association this year was a feature of much interest. We fully endorse the claims so clearly and forcibly presented by the chairman of the committee, Mr. H. P. Smith of Brooklyn, in his report before the association, July 6, "that industrial drawing is one of the most important branches of education taught in our schools, if properly taught, and that it should be made a part of the curriculum of study in all the graded schools in our State."

In citing the advantages of these exhibits of school work Mr. Smith says: "They afford teachers an opportunity

for comparing results of different methods of teaching, and thus prove an incentive to better work."

Those who have taken note of the class of work exhibited from year to year, the past five years, will find a very marked change. Then it showed largely an attempt at the ornamental, picture making, etc. Now it shows more of the practical and useful.

There were ten cities and two villages represented by class-work in the exhibit this year.

New York.—The primary department of Grammar School No. 49 (Miss S. J. Buckelew, principal) sent a number of slates showing good dictation-work from one of the lower classes.

Brooklyn.—For several years Brooklyn has sent five exhibits. This year, school No. 16, Leonard Duukley, principal, sent books from every grade showing good execution and many excellent designs. Some of the pen-and-ink work from the advanced classes, designs for wall-paper and shades, borders and monograms, were very fine. The other schools exhibiting from Brooklyn were Nos. 31, 33, 37 and 10.

Albany exhibited good work from the High School; also many designs for lace, also panel and center piece designs, and specimen sheets from several of the grammar schools. The drawings were large and very well drawn.

Kingston exhibited work from all the different grades arranged very neatly in portfolio form. The work was all good, and shows that the schools there are doing the right kind of drawing, and doing it well.

Newburgh was well represented, both by specimen work and books from all the different grades, and also by the examination papers in drawing. "Well-finished lines and careful work" was the general verdict of those who examined this exhibit.

Syracuse presented some good work, large drawings, and well mounted. All the different grades were represented by books and specimen sheets—a notable feature of the exhibit from this city was the specimen sheets of business writing and lettering by pupils from several of the grammar schools.

Poughkeepsie sent books from each grade; many were excellent.

Saratoga, Waterford, Amsterdam and Rome exhibited books and specimen work.

Yonkers.—Union school No. 2 sent a very large exhibit of specimen work, showing a great variety of designs for borders, center pieces, wall-paper and carpets, and from the academic class of girls some excellent designs in water color. The exhibit, as a whole, was very good and shows that great progress has been made.

A few suggestions may be made: There should be more drawing from dictation, because this helps to train the pupils to be thinkers as well as to be rapid workers. Then models should be more used; there is too much drawing from the flat. Drawing from objects is the end to be sought and must be steadily aimed at from the beginning.

George Merriam.

George Merriam was born in Worcester, Mass., Jan. 19, 1803, and was the oldest son of Dan and Thyra Merriam. He worked on his father's farm in West Brookfield until he was fifteen years old and then went into a country store as clerk, where he remained only a few months, going from the store to the printing office of his uncle, Ebenezer Merriam, in the same town, as an apprentice to the printing business. His faithfulness and fidelity to his employer's interests, as an apprentice, won for him a partnership with his uncle upon his coming to his majority. At about the time of his coming of age his father died, leaving a widow with four sons and three daughters, of whom George was the oldest, to whom he afterwards became practically a father.

In 1831 Mr. Merriam removed to Springfield, and in August of that year went into business with his brother Charles, the afterwards eminently successful and far famed firm being then formed. The business at first was that of printing and bookselling, and by degrees grew into book publishing. In 1847 they bought the plates and copyright of Webster's large Dictionary, which was then published in two large volumes, and which up to that time was without popular appreciation or patronage. Its radical changes in spelling made it quite objectionable to teachers and educators, students and similar classes of people, but in its new hands it was revamped, reformed and rejuvenated and started on the way to the great educational and pecuniary achievement and success of its after years.

A leading characteristic of Mr. Merriam's business life was industry, and to this was added concentration, promptness and prudence. In these respects he and his brother Charles were twins—like minded and in both sentiment and action closely united. They confined themselves closely to one series of books, mainly to that one great book, Webster's Unabridged Dictionary. They were large advertisers—very large, and there is scarcely a newspaper or serial publication in our land but what has had the familiar engraving of the open dictionary or the terse heading in bold type of, "Get the Best," repeatedly presented in its advertising columns. In the long competition which prevailed, many years since, between the Webster and Worcester dictionaries, they were hard fighters. Yet they never fought offensively or underhandedly. It was an open, honest and above board war, the Webster contestants, at least, being always watchful, vigilant, sleepless and untiring. But through all this, sharp bargaining was a course of procedure unknown to the house. "Do it now" was the phrase always on his tongue and his heart and hands worked closely in union with his vigorously made expression. It was his custom to keep a placard hung above his business desk, and to circulate the same freely, headed and reading as follows:

"DO IT NOW."

"A worthy Quaker thus wrote: 'I expect to pass through this world but once; if, therefore, there be any kindness I can show, or any good thing I can do to my fellow human beings, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.'"

So thoroughly had he become imbued, in his later days at least, with this Quaker doctrine, in the conduct of all his affairs, whether business, social, political or religious, and so closely had it become indoctrinated into his system of life that his family have often told him, laughingly, that these words expressed nothing new to him—that he always had "done it now," and that the only chance of improvement with him was to make it read, "Do it yesterday."

On the Hudson.

The pen of the poet and the pencil of the artist have so frequently united to record the grandeur and sublimity of the Hudson, and with such graphic fidelity, that little of interest remains unsaid or unsketched. Every point of its bold and beautiful scenery might be made the subject of a picture, and every tincture of its past history the subject of a poem; it requires no great research to discern new and prominent objects of attraction. Perhaps, however, there is no portion of this beautiful river which partakes more of the picturesque, or combines more of the wild and wonderful than the highlands; and when time shall touch the history of the present with the wand of tradition, and past events shall live in the future as legends, romance will never revel in a more bewitching region.

Fiction has already, in the "Spy" and "Rip Van Winkle," flung its imaginative veil over this portion of the river,—covering but not concealing them.

By the mellow light of the moon, when nature is in repose, its magic influence is fully felt. On one of those floating palaces of the People's Line, the "Drew," we were fortunate in having an opportunity to contemplate the scene at such an hour. The moon had risen from a mass of clouds which formed a line across the sky so level that fancy saw her ascending from a dark sea, while her silvery light lay softened on the landscape; silence was over all save when the reverberations of the paddles were echoed from the deep shadows of the rocks, while ever and anon the white sail of a sloop would steal into sight from the deep gloom, like some shrouded spirit gliding from the confines of a giant's cavern. We would fight to all who can, to take the trip to Albany on particular boats of the People's Line. We speak of them comfortably because its boats are so large, airy and roomy, are the arrangements, owing to the efficient requirements of well designed to meet the most exacting cannot be bestowed. On Capt. Roc too much traveling public.

ed; his name is in the mouth of school superintendents which "That fellow."—A Dutchman had no tears commenced day took in hand a class, his conversation had recently been gathered from the class? Instantly talking with them, as in the 1st to another boy at the required, "Is there any sin down there." one of the brightest many, are very apt to see the sins end of the seat, clearly than those which they themselves.

LETTERS.

I am receiving the JOURNAL regularly, and I assure you its luminous columns are read with pleasure. It is beyond my comprehension to understand how my brother teachers can do justice to their pupils without its aid. I know that I can teach more interestingly and better with its many practical suggestions.

I have a scholar who has been a pupil of the city schools, eight years of age, who reads well, yet can not perform with slate and pencil simple examples in addition and subtraction, although she can solve them mentally. Now I teach them at once to use the slate and pencil.

I employed this exercise in the school not long since: I wrote the word *store* on the blackboard and requested the scholars to see how many words they could build from the letters found in this word. Nearly all of them competed and did remarkably well. One reached 132 good English words. This leads the pupils to understand the meaning of a word. One girl of nine years brought 96 words without a mistake in spelling.

I wish to know which of the many works on Theory and Practice of Teaching you prefer; also tell me where I may secure a work on the cultivation of the faculties in a truly educational manner. W. C. V. H.

(The best single work is certainly D. P. Page's Theory and Practice of Teaching. There is no work published that will cover the ground on Cultivation of the Faculties though some are published. See the "Educational Books" the publishers advertise. Your method of using the slate and pencil from the first day they enter the school is correct; it is a pity that all do not pursue it. In general it may be said that the pupil must (1) be interested and (2) employed. He who can do this can teach. There will be a series of valuable papers on the "Practice of Teaching" in September. But the practice of teaching is like the practice of medicine, as yet—that is experimental. You must experiment, note results, and then tell others.—Ed.)

Up to April last I was principal of the school in this place for nearly five years; had seen and helped its growth from twenty-nine pupils to 198, and gave it the reputation of a first class graded school. It was regarded by the State superintendent as the best school, all things considered, in the State. But last spring the school board asked me to work for less pay than last year, although they had continually promised me that if I would stay by them and build up the school while they were poor, they would stand by me when they were able. It is not denied that I fulfilled, to the letter, my part of the contract; but they have meanly failed to perform theirs. They wanted a cheap man, and got him. Seeing they were determined upon having a cheap man, I looked elsewhere and was elected assistant principal in the high school at —, at an advance of \$220 per year over what they pay their cheap man here—\$50 more than I ever asked them had I taught this school for the next five years. Now they feel sick and sold.

I must in justice to you say that I have been constantly inspired to better work from the reading of the JOURNAL, and to it I owe much of my success, while teaching here, a success that enabled me to obtain the higher and much better-paying situation in—. N. L.

(We rejoice over the success of our friend. Let every teacher take pains to let the public know what good teaching is—and further that it is a scarce article. So long as the teachers stand silent without protest and allow those without any experience to be put in, so long the "cutting down" will go on. Protest against the employment of persons not prepared at educational schools and the matter will be helped.)

From a County Superintendent:

"I give it as my opinion, unsought perhaps by you, that there are no better educational papers in the U. S. than the JOURNAL and INSTITUTE. Bold, fearless, aggressive, they must command attention wherever read. Their editorials come in words that show the deep earnestness of the author. They are not written simply to amuse, but breathe forth the feeling of a soul inspired by a great theme. In pointing out evils in school management, the evils in the selection of officers, of "cramming," of "parrot methods," of class exercise, etc., it is not done in a spirit of mere criticism, but with a clearness that shows honesty, with a force that carries conviction that is not dead. Go on, such a course must elevate the school system to its proper place among American institutions. B. L. KEENAN, Co. Supt.

EDUCATIONAL MISCELLANY.

Educational Journalism.

(Read by the Editor at the N. Y. State Teachers Association, at Saratoga July 8, 1881).

Educational progress and the publication of educational methods and ideas are inseparable. The gospel of education must be preached to every teacher. There have been good teachers in every age; because genius will triumph over all obstacles. Such are necessarily few, but the expansion of the field demands many good teachers. To accomplish this, the meeting of teachers for consultation was soon seen to be a profound necessity; yet few teachers can or will assemble; of the 30,000 teachers in the State of New York hardly 300 meet annually. But many thousands will desire to read what is done and said by those who meet.

The diffusion of educational news is important, but it is only a part of the great work of the educational journals. The description of the closing exercises of the various schools in New York State for the present season would make a bulky volume. I hold that the educational journal must for its main province preach the educational gospel—that is, announce the condition on which education is possible.

The wonderful Teacher who walked in Judea and taught as no man ever taught, nearly two thousand years ago uttered words the world cannot forget. Where should we be without them! His utterances form a body of moral and religious thought that constitutes a basis more solid than the granite floor on which the oceans rest. Suppose now, that a journal had been published in those days and that all that Christ did and said, that the sermon on the Mount had appeared in full in its columns! Or suppose that the words of Socrates and Plato had been reported in an Athenian newspaper and preserved! Plainly the Dark Ages would never have settled down on the earth like a dreadful eclipse.

Our educational progress has been hindered for want of a diffusion of educational ideas and methods. Progress has been made, but our schools are in a crude state at the best. To more real advancement we must hold what we have discovered. The art of education is now being gained by costly experiment. If one who essays to teach knew in advance what one had discovered who had taught for years, the experiment would in most cases prove successful.

Among those who are now teaching there are men more or less like Pestalozzi, Froebel and Page—they are men of genius following what a genius generally works at—a poverty-stricken business. Their work is hidden by the four walls of the school-room; they are followed by the benedictions of grateful pupils, it is true, but what becomes of their discoveries?

The educational journal proposes as one of its chief ends to preserve and diffuse the thoughts and plans of those who have made discoveries in the art of teaching. The method which one man has found to awaken an interest and to elicit thought is detailed, and may be tried by another. This will lead in the process of time to the announcement of general principles. The valuable papers read at the meetings of teachers, appearing in the columns of educational journals, will diffuse far and wide the discoveries each makes in this only partially knowledge-field.

A few, a very few will remember that we owe a debt of gratitude to Francis Dwight, than whom the public schools never had a better friend. To him the low condition of the country schools appealed. He heard the voice of the children crying, "Raise us; it is not our fault that we are born without advantages." But how can the schools be improved without improving the teachers. The female teachers were paid in 1840 from seventy-five cents a week upward; \$1.00 was an average price. Mr. Dwight began to publish the *District School Journal*—probably not one hundred teachers subscribed for it; it was given away as an educational tract. But the effect was marked; it was one of the means that helped on the building of better buildings and the payment of better salaries and the requirement of better qualifications. The fathers of our school system did well to honor Francis Wright; his humble paper was a mighty lever.

It is one of the queer features of the case that educational journals have not met among teachers with the favor they deserve. Nearly every one who has started a journal pertaining to education but has either failed outright—or

lost money and time. The first builders of a railroad lost their investments, but those who buy them out make money. In the case of educational journals it has been failure all the time. The *New York Teacher*, although the State Association canvassed assiduously for it, never reached but a few thousand subscribers. The teachers were indifferent to its progress; they wanted ever places; "let others row the boat; let us enjoy the ride," said all but a few.

A change has slowly taken place. It may be affirmed that the earnest teacher is like his pupils—acquiring more knowledge every day. The great truth that art is long, most especially the art of teaching, has begun to be apparent. Cast-iron while abounding in the school-room, must either give place to genius, artistic skill and proficiency in the art of teaching; or the schools are a damage instead of an advantage. The teacher needs to know the ideas and methods of others. He must come into close relation with his profession. The currents of educational thoughts, knowledge and ideas flow to-day more strongly in the educational journal than anywhere else to-day. Would you know how high the educational tide rises to-day, you can find out nowhere else so surely and so readily as in the educational journal.

School Laws.

WHO CAN VOTE AT SCHOOL MEETINGS IN NEW YORK STATE.

State Supt. Neil Gilmour has issued a circular in reference to the amendments lately made to the Legislature, section 12, title 7, general school laws. The following is a copy of the act:

§ 12. Every person of full age residing in any neighborhood or school district and entitled to hold lands in this State, who owns or hires real property in such neighborhood or school district liable to taxation for school purpose, and every resident of such neighborhood or district who is a citizen of the United States, above the age of twenty-one years, and who has permanently residing with him or her a child or children of school age, some one or more of whom shall have attended the district school for a period of at least eight weeks within one year preceding, and every such resident; and citizen as aforesaid, who owns any personal property assessed on the last preceding assessment roll of the town, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no other, shall be entitled to vote at any school meeting held in such neighborhood or district.

He says: There are still three classes of voters at school meetings in this State:

1. Persons (male and female) who are residents of the district, of the age of twenty-one years, entitled to hold lands in this State, who either own or hire real estate in the district liable to taxation for school purposes.

2. Citizens of the United States (male and female) above the age of twenty-one years, who are residents of the district, and who have permanently residing with them a child or children of school age, some one or more of whom shall have attended the school of the district for a period of at least eight weeks within the year preceding the time at which the vote is offered. Under this clause of the law, both the fathers and the mothers of the children referred to are entitled to vote.

3. Citizens of the United States (male and female), above the age of twenty-one years, who are residents of the district, and who have been assessed on the last preceding town assessment roll for personal property exceeding \$50 in value, exclusive of such as is exempt from execution.

Section eighteen of title seven of chapter 555 of the laws of 1864 was amended as follows:

No tax voted by a district meeting for building, hiring or purchasing a school-house exceeding the sum of \$500 shall be levied by the trustees unless the commissioner in whose district the school-house of said district is situated shall certify in writing his approval of such larger sum.

Section nineteen was hereby amended as follows:

Whenever a majority of all the inhabitants of any school district entitled to vote, to be ascertained by taking and recording the ayes and noes of such inhabitants attending at any annual, special or adjourned school district meeting, legally called or held, shall determine that the sum proposed and provided for in the next preceding section shall be raised by installments, it shall be the duty of the trustees of such district, and they are hereby authorized to cause the same to be raised, levied and collected in

FOR THE SCHOLARS.

A School on a Ship.

In the year 1873, some prominent New York merchants had a law passed to have a school kept on a ship so as to teach young men to be sailors. The U. S. government furnish a ship; its name is "St. Mary's," and it may be seen at the foot of Twenty-third street, East River, except when out on a cruise during vacation.

To gain admission, it is necessary, in the first place, for you to be a New Yorker, and fully fifteen years old. Written consent of the parent or guardian, is next required, together with a written testimonial of good character. Then you must answer, in writing, as to whether you have had scarlet fever, small-pox, measles, or whooping-cough; whether you are subject to fits, and have been vaccinated. The surgeon examines you, and if you have the slightest trouble with your eyesight, or hearing, or are in any way liable to disease, or unfit for the severity of a sailor's life, he will find it out, and you must make up your mind to go into some other business.

Then follows the scholastic examination, which, however, is not at all severe. The boy who cannot read, write and spell, decently well, or has not learned his multiplication-table is quickly dropped.

Your outfit consists of the following articles: Two pairs of boots, or shoes; three towels, three pairs of heavy socks, three pairs of heavy drawers, three heavy undershirts, three pocket handkerchiefs, one scrub brush, one box of blacking, two combs, thread, needles, wax and buttons.

In addition, each boy must deposit the sum of thirty-five dollars, which will be expended in completing his outfit and furnishing him with anything else that he may need during his school-term.

There are teachers who give instruction in reading, writing, spelling, grammar, geography, arithmetic, navigation and seamanship; instruction is given as to knotting and splicing, the names of every rope, sail and spar, the use of the palm and needle, and marking of log and lead-lines, heaving the same, calling out soundings, etc. Rowing, sculling and handling a boat under sail, boxing the compass, steering and taking compass-bearings, the colors and arrangements of running lights, and other duties incident to sea-life are also taught.

The daily routine is as follows: At six A. M., all hands are called and the hammocks neatly stowed, the boys wash and have their breakfast of tea, coffee, mush, bread and butter. At eight A. M., all hands turn out for inspection, the scripture lesson is read, and the regular school-exercises follow till 12:30. Dinner at one P. M., clear up desks at two, school-exercises at 2:30 until 4:30, supper at 6:30, sweep down at six, after which comes recreation, bathing and washing clothes till 9:30, when all hands "turn in." There are also set times for holy-soning, or washing decks, exercising with the guns, small arms and cutlasses.

On the cruise which takes place every summer, the boys are divided into watches, and with six able seamen shipped for the purpose, they are required to do regular sailor's duty—shortening or making sail, taking the wheel, standing look-out, and the like. An examination is held at the end of the cruise, at which the graduating boys receive certificates and medals. Such graduates are then fully competent to fill the position of second mates in the merchant's service.

The object of this school is to teach boys to know what to do on a ship without the cursing and beating they would otherwise get from brutal captains. By knowing what to do they can get good wages at once. In fact, captains are always anxious to get them for they make good sailors. As it is now, the ships are pretty much filled with foreigners and those of the worst sort, so that intelligent sailors are eagerly sought for.—*Scholar's Companion*.

Mr. D. O. Mills's gift of \$75,000 to endow a chair of Moral Philosophy and Civil Polity in the University of California, is approved by the *Philadelphia Ledger*, on the ground that Mr. Mills has done "a better thing by strengthening an existing college, than if he had given a much larger sum toward founding a new institution to perpetuate his name." The *Ledger* holds that seventy-five thousand dollars for a chair for the investigation of the many still unrevealed scientific facts directly bearing on human life, are worth more to humanity than seven hundred and fifty thousand dollars for a new monumental pile of buildings to house a poverty-stricken academic administration.

equal installments in the same manner and with the like authority that other school taxes are raised, levied and collected, and to make out their tax list and warrant for the collection of such installments, with interest thereon as they become payable according to the vote of the said inhabitants; but the payment or collection of the last installment shall not be extended beyond ten years from the time such vote was taken; and no vote to levy any such tax shall be reconsidered except at an adjourned general or special meeting to be held within thirty days thereafter, and the same majority shall be required for reconsideration that was had to impose such tax. For the purpose of giving effect to these provisions, the trustees are hereby authorized, whenever a tax shall have been voted to be collected in installments for the purpose of building a new school-house, to borrow so much of the sum voted as may be necessary, at a rate of interest not exceeding six per cent, and to issue bonds or other evidences of indebtedness thereof, which shall be a charge upon the district and be paid at maturity, and which shall not be sold below par; due notice of the time and place of the sale of such bonds shall be given at least ten days prior thereto.

Section thirty-nine was hereby amended as follows:

Common schools in the several school districts of this State shall be free to all persons over five and under twenty-one years of age residing in the district as herein-after provided, but non-residents of a district, if otherwise competent, may be admitted into the school of a district, with the written consent of the trustees, or of a majority of them, upon such terms as the trustees shall prescribe; provided that if such non-resident pupils, their parents or guardians shall be liable to be taxed for the support of said schools in the district, on account of owning property therein, the amount of any such tax paid by a non-resident pupil, his parent or guardian, during the current school year, shall be deducted from the charge for tuition.

Subdivision seven of section twenty-seven of title three of chapter 555 of the laws of 1864 was amended as follows:

In the apportionment of 1862 and in every subsequent apportionment, they shall apportion one half of such remaining unapportioned moneys in the like manner and upon the same basis, among such school districts and parts of districts as are entitled to share in the apportionment in proportion to the average daily attendance of pupils of lawful school age, resident therein, assuming in every case that the term has consisted of the term prescribed by law, namely, 140 days and no more.

The Great Comet of 1881.

Though less striking in appearance than Donati's comet of 1858, it is one of the most brilliant and interesting of these erratic visitors to our skies that scientists have been permitted to study. So far as heard from, the comet was first observed in the northern hemisphere about four o'clock of the morning of June 20th, by G. W. Simmons, Jr., of Boston, while camped at Morelos, Mex., thirty miles west of Eagle Pass, west of the Rio Grande, about lat. 29.

It appeared in constellation Auriga, about eight degrees from the star Capella, and from its proximity to the sun was at first visible each clear day only for a short time just before sunrise and again for a little while in the evening. Its northward motion, however, soon carried it to a position permanently above the horizon. At first the head of the comet shone like a star of the first magnitude, while the tail glowed like a streamer of the northern lights.

At Harvard University, on the 24th, the comet was thought to be about sixty-nine million miles from the sun and twenty-nine million miles from the earth. The nucleus was estimated to be one thousand miles in diameter, the coma or nebulous head twelve thousand miles in diameter, and the tail forty million miles long.

Thus far no agreement has been arrived at among astronomers touching the comet's identity and orbit. By some its (approximate) elements are thought to resemble most those of the comet of 1807; others find greater resemblance to the elements of the comet of 1684. The majority of observers hold that the comet is receding, having made its perihelion passage some time in June, various dates being given. Most probably the comet is the one observed by Dr. Gould in South America on the first of June.

The comet was photographed for the first time June 26 by Dr. Henry Draper of this city, and on several succeeding

nights its photograph was secured here, and also, it is reported, in Europe. Dr. Draper has likewise made careful studies of the composition of the several parts of the comet by means of spectrum analysis. The nucleus gives a continuous spectrum, indicating a solid or liquid body heated to incandescence. The coma, or cloud about the head of the comet, gives a banded spectrum indicating the presence of some compound of carbon in the gaseous envelope. The tail gives a continuous spectrum which is not crossed by the characteristic lines of solar light, from which it is inferred that the tail shines by its own light, not by reflected sunlight, and that the incandescent particles which compose the tail are solid. On the strength of these discoveries Dr. Draper expresses the belief that the nucleus is composed of mineral substances, partly perhaps of olivine, which is an ingredient of meteorites, and of some volatile element which yields to the influence of heat. As the comet approaches the sun, the volatile part is turned into gas by the heat, and flames out to form the coma. The fact that the coma is always on the sunward side of the nucleus strengthens this supposition. But after bursting forth on the side toward the sun, the vapor seems to be repelled and to stream away from the sun, thus forming the tail. The cause of this repulsion cannot be absolutely asserted; but in all probability electricity has something to do with it.—*Scientific American*.

Bed-Rock Principles.

Prof. Ogden, Principal of the Ohio Central Normal School and late President of the Ohio State Teachers Association, lays down the following articles of faith:

1. That sound academic learning is the only basis for successful professional practice in teaching.
2. That this should, as far as possible, be acquired in the public schools and colleges, with which the state is liberally supplied, and for which abundant provision has been made.
3. That since this is not done in the majority of cases, owing, in part, to a misconception of the duties of normal schools, they are compelled to do this academic work in connection with the professional training.
4. That no amount of cramming for County Examinations will make good teachers; but that this interferes, rather, with comprehensive professional acquirements and sound learning.
5. That to teach well requires more than a mere knowledge of the branches, as such, however, extended this knowledge may be. That knowledge must be vitalized and exalted by spiritual force and native intelligence, before it becomes efficient as an educational agent.
6. That in a professional course for teachers, such as should be established in every normal school, the first thing to be studied is *man*, in all his possible relations, both as a physical and metaphysical being; also as to his antecedents and history, and his possible future.
7. That the various kinds of knowledge or science, and all employments and activities must next be studied, or in the same connection, not as an end, however, but as a means for producing an end, to-wit: *making man what he ought to be*.
8. That upon these two great principles or departments of professional knowledge, to-wit: *Man as an end, and knowledge as a means*, the only safe and consistent methods can be established, they being self-evolved, and not superinduced.
9. That the Kindergarten System as developed by Frederick Froebel, suggests the true method of treatment for childhood; that the law of self-activity is the only law of harmonious development; and that the same principles and practices so efficient here, can, with variations to suit age and circumstances, be carried into every school and college in the land.

THE TEST OF STUDY.—One of the best tests of the value of one's studies, secular or religious, is the ability to continue those studies by independent investigation. A leading American educator has said that "the fruit of education is the desire to learn;" and it never ought to be forgotten that the student is not well educated if he has nothing better to show than a mind stored with facts. That education is the best which leaves in the mind a constant desire to gain new knowledge, and gives it the power of using its abilities to good advantage. To know whether to turn for the information desired is an excellent sign that a student has profited by the lessons he has learned.—*S. S. Times*.

HORSFORD'S ACID PHOSPHATE should be used when you are suffering from mental or physical exhaustion.

Spontaneous Combustion.

It has been known for a long time that things have burnt up without any one setting them on fire, and much thought has been expended to find out the reason.

Among the substances subject to spontaneous combustion is pulverised charcoal. A load was delivered in an out-house of a clergyman in Leipsic; the door by accident was left open, and the wind blew sprinklings of snow on the charcoal. This caused the charcoal to ignite, and as the day was windy the whole range of building was burned to ashes. The same thing will take place with ashes from wood. Sometimes these are stored in barrels or boxes, and if they are accidentally wet ignition takes place. This is the cause of mysterious fires in cellars in rural districts.

A gentleman had been having his house painted, and one night the painters left their working pants, their pots and their brushes on the asphaltum floor of the cellar. They had previously with a bunch of rags removed from their hands with spirits of turpentine the paint with which they were soiled. The ball of rags took fire, the pants and paint pots followed, and the house was burned to the ground. It was a wild winter night, and the family barely escaped with their lives.

In the carriage factory of Messrs. Eaton & Gilbert, Troy, New York, a drop of linseed oil was seen to fall into an open paper of lampblack. It set it on fire, and came near, for many combustibles were close by, burning down the whole great factory.

In several instances oilcloth in large rolls has taken fire in damp weather. A planter in Virginia sent his servant to Fredericksburg for a roll of oilcloth. It was a warm day and the wagon was open. During the journey home it began to rain, and the roll of oilcloth took fire on the road. Another instance occurred in Philadelphia. An order from the War Department came for knapsacks for a regiment. The sacks were all finished and collected, and counted over and left in a pile in the paint shop about ten o'clock on Saturday night, so as to be sent to Washington by cars early on Monday morning. On entering the paint shop before daylight on Monday morning no knapsacks were to be found. In their place was nothing but a heap of smouldering ashes!

Newly pressed hay frequently ignites, as do also oatmeal and cornmeal in barrels. During the famine in Ireland in 1847-48 a vessel was dispatched from New York with a cargo of cornmeal for the relief of the sufferers. In discharging the bags from the vessel the last three were found to be on fire.

The *American Journal of Science* gives a remarkable instance of the spontaneous combustion of wood. A gentleman, two years previous to the occurrence, received a piece of wood, supposed to be cedar, detached from a large piece dug up thirty-nine feet below the surface near Lancaster, Penn. The piece weighed a few ounces, and it was broken in two and laid upon a white pine shelf. About four days before the discovery of the fire he had occasion to wipe the dust from the shelf and from the piece of cedar with a wet cloth. Three days afterward it was discovered that the piece of wood had ignited and combustion was proceeding so rapidly that in a few minutes the shelf would have been on fire.

Decayed wood is also liable to spontaneous combustion

if heated somewhat. At Winchester, Conn., workmen discovered smoke arising from a barren upland. The sun was excessively hot at the time. When they went to seek the origin of the smoke, they found that the remains of an old decayed hemlock log had burst into a blaze, and was burning fiercely. Many other curious cases are related.

A gentleman on a cold, keen winter night, retired to his sleeping room. He had worn silk stockings over his woolen ones during the day. On undressing for bed, as he drew off his silk stockings, he heard a sharp, crackling noise, but paid no special attention to it. In the morning, on looking for his stockings, he found them consumed to ashes, without having set fire to the chair on which they were laid. A workman in the Jersey City abattoir threw off his blue blouse, and in a short time afterward it was found to be on fire.—*Scholar's Companion*.

How to Prevent Drowning.

A writer in *Nature* says: "When one of the inferior animals takes to the water, falls, or is thrown in, it instantly begins to walk as it does when out of the water. But when a man who cannot 'swim' falls into the water, he makes a few spasmodic struggles, throws up his arms, and drowns. In order, then, to escape drowning, it is only necessary to do as the brute does, and that is to tread or walk the water. Any man, any woman, any child, who can walk on land may also walk on the water just as readily as the animal does, if only he will, and that without any prior instruction or drilling whatever." Throw a dog into the water and he treads or walks instantly, and there is no imaginable reason why a human being under like circumstances should not do as the dog does.

The ignorance of the possibility of treading water, strikes me as one of the most singular things in the history of man, and speaks very little indeed for his intelligence. The man who wishes to save his life and cannot swim, must strike alternately, one, two, one, two, but without hurry or precipitation, with hand and foot exactly as the brute does. Whether he be provided with paw or hoof, the brute swims with the greatest ease and buoyancy. The human being, if he will, can do so too, with the further immense advantage of having a paddle-formed hand, and of being able to rest himself when tired, by floating, a thing of which the animal has no conception.

Men as well as animals are able to sustain themselves for long distances in the water, and would do so much oftener were they not incapacitated, by sheer terror, as well as by ignorance of their real powers.

The printed injunction should be pasted up on all boat-houses, on every boat, at every bathing-place, and in every school: "Tread water when you find yourself out of your depth." Every one, of whatever age or sex, or however encumbered with clothing, might tread water with at least as much facility, even in a breaking sea, as a four-footed animal does. The position of a person who treads water is in other respects very much safer and better than is the sprawling attitude we assume in ordinary swimming. And then the beauty of it is that we can tread water without any preliminary teaching, whereas to "swim" involves time and pains, entails considerable fatigue, and is very seldom adequately ac-

quired, after all. The Indians on the Missouri river, when they have occasion to traverse that impetuous stream, invariably tread water just as the dog treads it. Young persons of both sexes, of the natives of Joanna, an island on the coast of Madagascar, walk the water, carrying fruit and vegetables to ships lying to, in the offing miles away. The Croomen, when their canoes upset in the seaway on the coast of Africa, walk the water with the utmost facility. At Madras, messengers with letters secured in an oilskin cap plunge into the boiling surf and make their way, treading the water, to vessels outside, through a sea in which an ordinary European boat will not live. At the Cape of Good Hope men proceed to the vessels in the offing through the mountain billows, treading the water as they go with the utmost security. And yet here, on our shores and amid smooth waters, men, women, and children perish like flies annually, when treading the water will suffice to rescue them every one.—*Scholar's Companion*.

Ole Bull and His Famous Violin.

In the year 1839 Ole Bull gave concerts at Vienna; at that time Rhehazek was a collector of violins. Ole Bull saw at his house a wonderful violin; he just went wild over it. Rhehazek was as poor as a church mouse. Though he had no end of money invested in the most valuable instruments, he never sold any of them unless when forced by hunger. Ole Bull invited Rhehazek to his concerts and made him some very tempting offers. Rhehazek said to Ole Bull that he should have it for 4,000 ducats, but not yet. In 1841 he died, and Ole Bull got the valued instrument.

Rhehazek told him that in 1809, when Innsbruck was taken by the French, the soldiers sacked the town. This violin had been placed in the Innsbruck Museum by Cardinal Aldobrandi at the close of the sixteenth century. A French soldier seized it, and sold it to Rhehazek for a trifle. This is the same violin that Ole Bull played on when he first came to the United States.—*Scholar's Companion*.

The Lucifer Match.

Lucifer matches are now rarely heard of; the term was once much used; it means "light-bearing." The inventor of them was Isaac Holden; he was at the time a teacher in an academy at Reading, England, and gave lectures on chemistry. He says that about 1829 he was accustomed to rise early in the morning to pursue his studies, and to strike a light used a flint and steel. By striking the flint and steel together a spark was produced; this fell on sulphur and set it on fire. The idea occurred to him to get a spark of fire from some explosive substance, and he used chlorate of potash. This he showed to his class. One of his pupils wrote to his father, a London chemist, and soon matches were made that gave light themselves and were called "lucifer matches;" a very appropriate name. You see the spark is made by the explosive potash, and that burns the sulphur which sets the wood on fire.—*Scholar's Companion*.

Do NOT think of knocking out another man's brains because he differs in opinion from you. It would be as rational to knock yourself on the head because you differed from yourself ten years ago. HORACE MANN.

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The present volume is, like its predecessors, eminently readable and full of choice morsels culled from a wide field and collected under taking titles. The reader can not dip in anywhere without finding brilliant selections and suggestive sentiments which tempt to further perusal. It consists of nineteen divisions, in addition to the title, which might as well have been any other "Periodical Literature," "Sensitiveness to Criticism," "The Ideal and the Real," "Hot-house Education," "Who are Gentlemen?" "Americanisms," etc. His own "literary style" is easy and fluent, though he sometimes forgets proper quotation marks and sometimes misquotes, as in the name *Nellie Sykes*, and a remark of John Bunyan, p. 210. As he says, "It is an inestimable privilege to be able to hold converse with the mighty dead through books. But there is a joy which far transcends this; it is the ecstasy of creation—the joy of wreaking one's thought upon expression." (The last sentence he forgets to quote.) He doubtless would stand in the class which he thus describes—a most useful one, without doubt. "The popular writer holds the same relation to the public which the merchant holds to the consumer. He is the mediator between the speculative thinker and the uncultured man."

LOCKE'S CONDUCT OF THE UNDERSTANDING. With introduction, notes, etc. By Thomas Fowler, M.A., Professor of Logic in the University of Oxford, etc. Oxford: at the Clarendon Press.

As the principles of education are being more thoroughly discussed and the natural basis of instruction and training understood, it is seen more clearly that they rest entirely upon the character and faculties of the child, that is, the nature of the human mind. Pestalozzi, Froebel and Parker all base their methods upon the study of the child mind; that is, psychology is the basis of educational science. The great pioneer in this field is, of course, John Locke. And now as educators are turning their attention more to the nature of the mind, they turn naturally to the writings of this great philosopher. But he is great, not only in profundity but in his simplicity, for as he says, words without ideas are but "empty sounds."

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is the understanding. For them this small volume is an invaluable guide. It should be the study of every teacher. None need be deterred from reading it because they have never studied psychology. It is so true and so plainly expressed and enforced by apt illustration, that none can fail to be interested as well as instructed.

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It has been thoroughly revised by the editor, who adds copious explanatory notes, and an introduction on the life and writings of John Locke.

THE GREAT MAP OF PALESTINE. Part of Syria and Moab. By Prof. H. S. Osborn, LL.D., and Dr. Lyman Coleman, corrected to the present time, Dec., 1889. Also map of Western Asia, Asia Minor, etc., and a new edition of the Landscape Map of Lower Egypt, Sinai, etc., by the same authors.

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The map of Western Asia has the same general perfections, with a chart of alphabetical arrangement of contents referring to letters in the margin, which point out at once all the locations. It has also two pictorial illustrations. Its size is 6 feet by 4 feet.

The Landscape Map of Lower Egypt and Sinai is accompanied by a descriptive pamphlet of sixty pages of map notes. This map is singularly interesting and fascinating even. It is picturesque in the extreme, affording almost a panoramic representation of the exodus of the Israelites from Egypt through Arabia and the peninsula of Sinai into the chosen land of Palestine. This map is much improved by the recent discoveries of Ramesses, Goshen, etc., by Brugsch Bey and others.

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THE PRIMARY SCHOOL SPEAKER. By Prof. J. H. Gilmore. Boston: Henry A. Young & Co.

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GENERAL NOTES.

SCRIBNER is to present a new poet in the Midsummer number—Mr. Roger Riordan, the artist, whose "Songs of Nature" are said to show much individuality, freshness and sprightliness. The plan of publishing together a number of poems by one person, thus giving an idea of a writer's range as well as his quality, will be continued in the *Century*.

MR. STEDMAN'S first essay on "Poetry in America"—a subject too little treated by American critics—will appear in the August *Scribner*. It is part of the new work projected by Mr. Stedman on the Poets and Poetry of America, and treats of the relations of the art of versification to American life and history.

"The Daughter of Henry Sage Ritterhouse" is the clever title of the new story in *Scribner* by the author of "An Earnest Trifter," the first part of which will appear in the Midsummer Holiday (August) number—the remainder in the September.

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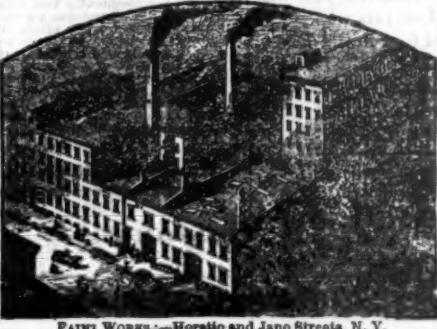
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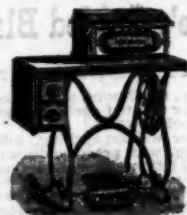
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While waiting for the physician, give the person cool drinks of water or cold black tea or cold coffee, if able to swallow. If the skin is hot and dry, sponge with cold water, or pour cold water over the body and limbs, and apply to the head pounded ice wrapped in a towel or other cloth. If the person is pale, very faint, and pulse feeble, let him inhale ammonia for a few seconds, or give him a teaspoonful of aromatic spirits of ammonia in two tablespoonfuls of water with a little sugar.

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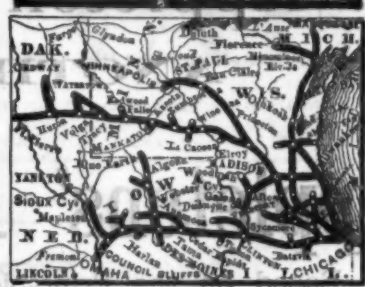
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